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ABSTRACT

In October 1966 the Ford Foundation established a $10 million line of credit to encourage and assist Columbia University in committing a greater share of its resources and energies to urban and minority affairs. In September 1967 the Urban Center was established as an integral part of the University to administer the Ford funds and to increase the University's sensitivity and competence in dealing with urban and minority problems. During its first 2 years the role of the Center was conceived to be catalytic and auxiliary to the programs initiated by the various schools and departments at Columbia. By 1970, the Center concluded that to effect lasting change at Columbia the Center must become operational as well as catalytic. This first section of this report describes the history of the Center and its activities in the University and the community since 1967. A second section describes the rationale for and scope of the Center's new directions and outlines the Center's observations about its past and its future. An appendix provides a complete listing of programs supported since the fall of 1967. (AF)

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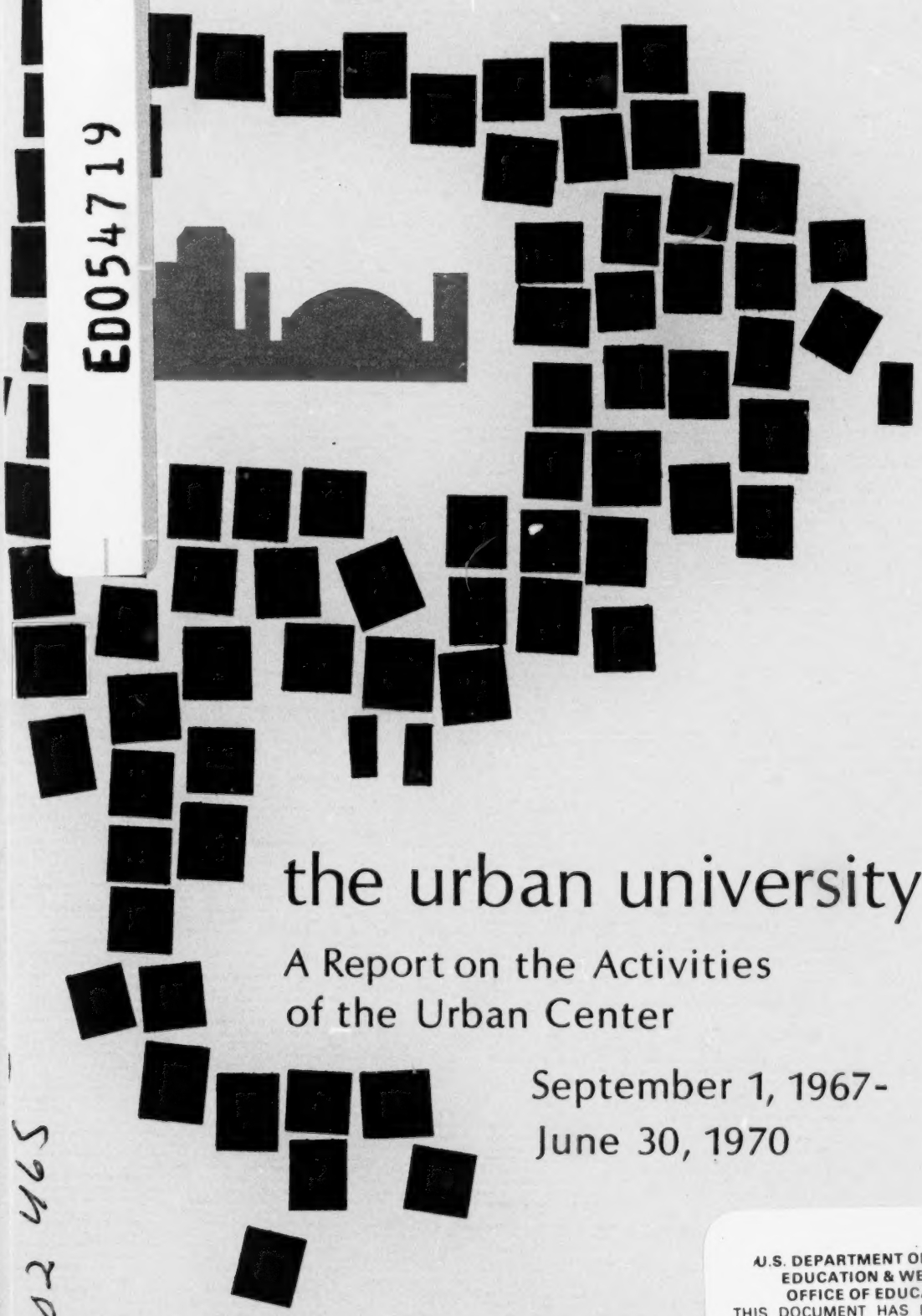
IN THE CITY OF NEW YORK



the urban university

A Report on the Activities of the Urban Center

September 1, 1967-
June 30, 1970

Lloyd A. Johnson, Administrato
of the Urban Center

HE002 465

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Additional copies of this report may be had by writing to the Urban Center, 206 Lewisohn, Columbia University, New York, N.Y. 10027

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THE URBAN UNIVERSITY

a report on the Activities of the Urban Center
COLUMBIA UNIVERSITY
September 1, 1967 to June 30, 1970

INTRODUCTION

Studies such as those by David Riesman and Christopher Jencks, Earl McGrath, Lewis B. Mayhew, and others make it abundantly clear that the structure of universities and the outlook of their administrators are surprisingly resistant to innovation—institutional and even intellectual. Parkinson's Law and the Peter Principle operate as virulently in the university situation as they do in other sectors of the society.

In a sense this is not surprising, however uncongenial the observation may be to some academics and university administrators. There is no reason, really, why the university should be exempt from the laws governing corporate bodies. Universities are in fact bureaucracies par excellence. Columbia University, like universities in general, perceives itself as an eleemosynary corporation, but like most bureaucracies it has taken those directions which are calculated both to strengthen it and to perpetuate its existence.

Although the *internal* motion of the university adheres to the laws governing the generality of corporate bodies, the *external* motion of the university—i.e., its responsiveness to and performance in the nonacademic world—is substantially different from that of other corporate entities. There are factors of control in other kinds of institutions which limit, to some extent, the degree to which they can be socially unresponsive. The profit motive in business, and electoral safeguards in politics, compel a modicum of sensibility to economic and political exigencies. This is not true of the university.

Historically, the university has possessed the permanent possibility of immunity from economic and political pressures—i.e., those economic and political pressures it chooses to ignore because of other pre-emptive politico-economic factors. Universities "elect" to influence the community when it suits them. Similarly, universities "elect" to disengage themselves from socio-political crises. The notions of town versus gown, the inviolability of the university campus, the ivory tower—these are notions and myths which are consequent upon the historic concept of academic independence. Hence, the university can wield authority without concomitant responsibility both in its conception and in its operation.

Obviously, to be compelled to respond to economic and political forces violates the traditional notion of the university. "Only the university can change itself," Jacques Barzun informs us in his book, *The American University*. It is not merely that many university administrators callously assess legitimate political pressures in "strawberry" terms (students liking fruit, Blacks wanting a park); the more serious consideration is that in all conviction and reason, the ethos of the university, like that of most institutions, is antipathetic to demands for *sudden* social change.

This presents the interesting phenomenon of a corporate body unresponsive to economics and unresponsive to politics, whose very function has been to abstract and intellectualize urgent social problems. The cry that the university should be "turned around," that it should plunge into the vortex of urban problems is seen by some to be a betrayal of the calm contemplation of knowledge befitting academe.

To what, and how, precisely, is the university being challenged to respond? Briefly, to demands for the internal reform of its educational mission and for the reduction of the negative effects its operations have on its neighbors.

Those who demand and need internal reform require that the primary educational mission of the university be made relevant and responsive not only to the contemporary educational needs of its students, faculty, and the larger society outside, but also to the critical social, technological, and economic problems of its urban neighbors. It cannot wisely remain aloof from the task of helping to solve those problems through teaching, research, and community service. For it cannot be faithful to its traditional search for knowledge and truth and avoid the reality of urban crises in its midst. That would be myopia.

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There are external pressures for university reform and in the case of Columbia these are mainly from its neighbors in upper Manhattan, who demand that the University assume responsibility for correcting the adverse effects of its existence and operation on the surrounding community.

Simply, they ask Columbia to be a good neighbor.

In its housing and expansion programs, its investment and purchasing policies, its employment policies, its student recruitment and admissions programs, Columbia is accused of contributing to—rather than ameliorating—the economic and social disparities that deny opportunity to deprived urban minorities—Blacks, Puerto Ricans, and others. But responsibility for these policies is widely decentralized through the University administration. So—in an important sense—*every* Columbia administrator and *every* Columbia policy and program that affects our neighbors must respond to the dictates of a good neighbor policy. It is not the job of the Urban Cen-

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ter alone—or any other specialized division of the University. And any effort to turn Columbia into a good neighbor must be appraised in light of the widely shared responsibility for the actions or inactions which aggravate the problems of our neighbors.

In both their internal affairs and their external relations, Columbia and all urban universities are being challenged to set an example for business and governmental institutions—to assume creative leadership in the quest for social justice in our distressed cities. And that challenge is inspired by the same humane ideals and social values of which the university is the principal conservator.

There is some evidence that universities are responding. The establishment of the Urban Center at Columbia University is an indication of heightening responsiveness of the American university to pressing socio-economic problems. Even so, one of the tasks before the Urban Center must be the crucial one of assessing the extent to which the responsiveness of the university has been strengthened. To what extent have the programs of the Urban Center and its strategies been successful in making Columbia University an integral part of the surrounding community, and to what extent have they been intellectualized and bureaucratized away?

It is interesting that for most of their history universities have held themselves aloof from society in order, they contended, to serve society all the better. It must not be forgotten, though, that they began differently. Indeed the medieval university was frequently active in social and political affairs, often to the extent of subverting the established order. It is manifest that the pose of university aloofness is maintained irregularly. The modern university has certainly been an integral part of the over-all power structure of its society. The wealth of the university on the one hand, and the secular mythology it perpetuates on the other, result in the modern corporate university contributing to, rather than ameliorating, economic and social disparities.

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In October 1966 the Ford Foundation established a $10 million line of credit to encourage and assist Columbia University in committing a greater share of its resources and energies to urban and minority affairs. Following the report of the President's Committee on Urban and Minority Affairs, the Urban Center was established as an integral part of the University to administer the Ford funds and to increase the University's sensitivity and competence in dealing with urban and minority problems. During its first two years, the role of the Center was conceived to be properly catalytic and auxiliary to the programs initiated by the various schools and departments at Columbia. Such programs were intended to become self-sustaining after the financial support of the Urban Center was no longer available.

This conception of the Urban Center's role was in some instances misunderstood and in others contested. Many community groups and leaders saw the Center primarily as a conduit of funds to support programs and projects originating within the community itself. Hence, there was occasional bewilderment when the Center declined to underwrite potentially worthwhile projects. Some factions within the University believed the Center's appropriate mission was that of research. Other University factions viewed the Center as a buffer between the University on the one hand and the adjacent nonwhite community (and on-campus minority groups) on the other. Initially, the effectiveness of the Center was compromised to some degree by these disputes.

By 1970, the Urban Center concluded that in order to effect lasting change at Columbia, the Center must become operational as well as catalytic and supportive. In line with its mandate to commit a greater share of University resources to urban and minority issues, the Urban Center now intends to concentrate on those activities which, from previous experience, appear to promise lasting benefits for both the University and the community alike. Under these New Directions the Center will sharpen its institutional identity. The scope of the Center's activities will be narrowed considerably and its remaining resources will be consolidated and concentrated upon specific goals within the University which can be developed largely in the interests and to the advantage of urban communities.

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The report which follows consists of two parts. The first section describes the history of the Center and its activities in the University and the community since 1967. The second describes the rationale for and scope of the Center's New Directions and outlines the Center's conclusions about the past and future. An appendix provides a complete listing of programs supported since the fall of 1967.

HISTORY

In 1966 McGeorge Bundy, President of the Ford Foundation, stated that the purpose of the $10 million line of credit for urban and minority programs was to enable Columbia University "by study, by teaching and by action" to play a useful role "in helping to open a wider future to New York and to all cities, to Harlem and to all who have disadvantage in our urban life."

Upon receipt of the line of credit, Grayson Kirk, then President of the University, appointed a Committee on Urban-Minority Affairs to determine how best to utilize it. In presenting its report, which was issued in June 1967, this committee reiterated the statement that "no domestic concern is more important than the resolution of the urban-minority crisis." It further stated that any "effort to turn the University around" is scarcely

worth doing unless it is undertaken as part of a commitment which would extend beyond the life of the Ford grant to become a lasting University concern. In conclusion the Committee recommended the establishment of an "Urban-Minority Center" to give leadership and coordination to an expanded University program in urban and minority affairs.

From June 1967 to June 1968, Clarence Walton, then Dean of the Faculty of General Studies, served as interim director of the new Center. In June 1968, Franklin H. Williams, former United States Ambassador to Ghana, was appointed director. Mr. Williams viewed the establishment of the Urban Center as an indication of deep commitment by the University to the solution of urban and minority problems. For him the role of the Center was to help Columbia to help itself. The Center's task then, was in the phrase of the period, to "turn the University around" by sharpening its sensitivity and broadening its competence in urban and minority affairs.

From June 1968 through January 1970, the Center funded a wide range of programs, each designed to strengthen Columbia's educational involvement and programmatic commitment to the increasingly urban, ethnically divided, social milieu. These programs were multidirectional and consisted of new courses, seminars, conferences, research projects, and publications, as well as a broad-based recruitment program of minority faculty members, students, administrators, and other personnel at the University. Community services included extensions of University professional schools; community education; health care, housing, business, cultural, economic, and social improvement, and other such community-related programs. Throughout, the Center chose not to hire a staff of its own to manage these programs but to support new positions in various Columbia schools and departments whose staff would be responsible for the development, management, and external funding of a wide variety of urban and minority-related programs. Many of these positions are now focal points for the development of projects involving Columbia faculty and students and their continuation is now assured despite the fact that Urban Center funds are no longer available to them.

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Consequently, upon his resignation as director of the Urban Center in January 1970, Franklin Williams could state that the University was on its way towards achieving an urban emphasis. With the support of the Urban Center, personnel responsible for designing and implementing internal and external programs in urban affairs had been placed in several Columbia schools; minority faculty and student representation had been increased; and a series of important courses, research, and community projects had been undertaken.

Mr. Williams' feeling of satisfaction in no way negates the fact that much remains to be done. Under the new leadership of Lloyd A. Johnson, former

assistant to Mr. Williams, the Urban Center now plans to exert an even greater impact upon the University and the community. Since Mr. Johnson's appointment, the Urban Center has devoted several months to an intensive program-planning process, evaluating the Center's successes and failures and formulating policies for the future.

PROGRAMS: AN OVERVIEW

From the outset, the Urban Center did not conduct programs itself. Instead, it sought to strengthen the capacity of other University divisions to relate and respond to community needs by the appointment of liaison staff on varying levels in Columbia College, the College of Physicians and Surgeons, and the Schools of Architecture, The Arts, Business, General Studies, Journalism, and Law. Although Urban Center financial assistance has now been de-emphasized, these key positions provide for the continued presence of urban affairs specialists in each of these schools.

The history of University–community relations, and misconceptions about the purposes of the Urban Center, rendered the establishment of a working relationship between the University and the community one of the most challenging of Urban Center problems. In an attempt to deal with this problem the Center in 1968 opted to consider community proposals which met specific guidelines. These guidelines stipulated that such projects (1) be designed to meet specific human or community needs in such areas as education, health, cultural enrichment, housing, social well-being, recreation, employment or economic development; (2) involve participation of members of the community in the planning as well as the management of the projects; (3) give promise of becoming self-liquidating or self-supporting; and (4) ensure reciprocal benefits to the University community by enhancing the skills, insights, or educational experience of participating Columbia University faculty members or students. These guidelines also stipulated that community projects proposed by members of the University faculty, staff, and student body would generally not be funded unless an appropriate community group or individual requested the project and participated in its planning.

A complete inventory of these community programs appears at the end of this report. The following descriptions of several such programs have been included to illustrate Urban Center impact on the community and the University.

- The School of Architecture inaugurated the URBAN ACTION AND EXPERIMENTATION PROGRAM to make the resources of the Urban Planning Division of the School of Architecture more available to urban community groups. As a result, architectural planning, housing, and community-organization skills have been placed at the disposal

of a variety of community groups. Involvement of the private business community in problems of housing and economic development has been encouraged, and the Urban Action and Experimentation Program is now virtually self-sustaining, having successfully identified and secured other financial support.

- The School of the Arts organized the THEATRE TECHNICAL TRAINING PROGRAM to train theatre personnel in the technical skills of theatre production. The program is conducted by the Theatre Arts Division in cooperation with the New Heritage Repertoire Theatre, the Afro-American Studio, and the New World Services. Participants attend classes in stagecraft and work in projects for the Theatre Arts Division as well as for their own theatres. Commissioned works, performed by these theatre companies at Columbia last fall, were also part of the program. After a period of study, the trainee in theatre technics should be able to enter the profession and to train others. It is also expected that some will apply for admission to the Theatre Arts Division of the School of the Arts.

- The Graduate School of Business and the Urban Center sponsored the MBA MANAGEMENT CONSULTANTS. This program, which is now completely sustained by non-Urban Center funds, provides minority businessmen from the Harlem community with on-site consultation and technical advice from graduate students and faculty of the School. It operates under the guidance of a board of directors composed of small businessmen and representatives of the School.

- Columbia College sponsors CAMP COLUMBIA, a continuing summer program to assist minority group freshmen in preparing for college work at Columbia.

- The School of General Studies created the DEVELOPMENT DIVISION to meet the educational needs of minority group members whose academic preparation has been interrupted or who have other educational handicaps which interfere with their career development. Dispensing with traditional admission criteria, the Development Division, frequently in collaboration with neighborhood community groups, designs educational programs to respond to identified educational needs.

- The Graduate School of Journalism, working with the New York Urban League Street Academies Program, enabled 125 students from five of its street academies, Harlem Prep, and Newark Prep, to become involved in the publication of a newspaper—*40 Acres and a Mule*. Students from the School, under faculty supervision, provided technical assistance seminars to the business and editorial staffs of the newspaper.

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- The School of Law, through its INSTITUTE FOR LEGAL SERVICE ASSISTANTS, trained paraprofessional assistants, in conjunction with the Talent Corps, for working in neighborhood law offices. This program offers dramatic possibilities for changing the legal profession and adding services and job opportunities for low-income communities. There are now seventeen legal service assistants working full time in neighborhood law offices applying training received at the School to such matters as welfare rights, landlord-tenant cases, and consumer problems.

- The College of Physicians and Surgeons and the Urban Center cosponsored the COMMITTEE ON HEALTH PRIORITIES FOR HARLEM. Support was provided to enable this broadly based community committee to deal with health problems in Harlem, to educate the community, and to cooperate with the College in providing more effective health services in Harlem. In addition, the I. S. 201 SCHOOL COMPLEX HEALTH REFERRAL PROGRAM provides for the training of health paraprofessionals in East Harlem who will screen students for basic health deficiencies. Supportive services in this program are provided by Harlem Hospital. This worth-while program is actively involved in securing outside financial support.

- The School of Social Work has a uniquely designed two-year graduate program, the URBAN LEADERSHIP TRAINING PROGRAM, for Central and East Harlem community leaders. The curriculum for this sequence focuses upon imparting the knowledge and skill necessary for dealing with political and governmental structures. Upon completion of the program, graduates receive the master's degree in social work.

- The Summer Session and the Urban Center jointly sponsored a WORKSHOP IN COMPUTER PROGRAMMING. This seven-week program for high school graduates, and for drop-outs from ghetto areas of New York City, prepares approximately twenty-five students to become computer programmers. In addition, the program was designed to encourage student interest in continuing education and to provide (although not guarantee) job placement upon successful completion of this noncredit course.

- Teachers College has created THE CENTER FOR COMMUNITY EDUCATION, fully staffed to assist a vast range of community groups in their efforts to develop greater expertise in dealing with issues arising out of school decentralization. Already the Center, which has strong community support, has succeeded in securing funds from non-Urban Center sources.

In addition to the community programs supported by the Urban Center, several projects pertinent to the University have been directly operated by the Center. These included a MINORITY FACULTY RECRUITMENT PROGRAM which provided for the collection of data on more than two hundred potential Black and other minority faculty members. More than fifty of these prospective candidates were referred to various departments of the University.

The Urban Center also sponsored a MINORITY STUDENT RECRUITMENT project. The Center issued a report in December 1969 entitled "Toward Equal Educational Opportunity" which detailed its role in support of increased minority student enrollment and offered several suggestions and options for the University to consider in its efforts to expand minority enrollment. This report stressed the steps that might be taken by the University to respond to the challenges of recruitment, financial aid and support for minority students, and the importance of concentration by the Urban Center of its remaining resources on other aspects of its responsibilities. Although the Center made grants to several of the schools and colleges of the University in order to initiate or expand programs to increase minority student enrollment, scholarships, and supportive services, the central administration of the University ultimately concurred with Center opinion that the scholarships were not a proper use of Urban Center funds, and agreed to accept responsibility for securing the funds necessary for the continued support and recruitment of minority students.

The Urban Center is now conducting a SURVEY OF MINORITY FACULTY at Columbia University. Under the direction of Carolyn O. Atkinson, an Urban Center Fellow and a lecturer in the Department of Sociology, this major undertaking will identify the number of minority faculty members at Columbia University, their involvement in the life of their respective divisions, and the prospects for any substantial increase in their number in the immediate future. The results of this study are expected to be released during the fall of 1970.

Through a modest RESEARCH GRANTS PROGRAM, the Urban Center has supported more than thirty research projects by Columbia faculty members and students, designed to enhance understanding in such areas as education, housing, culture, and art. Research topics included "Sources of Teacher Satisfaction and Orientation Towards Ghetto Children" and "Racism and the Urban Crisis." A complete description of these programs and the amounts for which they were funded will be found in Appendix II of this report.

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In the area of educational and program development, the Urban Center conducted a fourteen-month study culminating in the publication of a re-

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port entitled "The Human Uses of the University" which presented a series of recommendations to the University for expanding its involvement in ethnic and urban affairs. Commissioned by the Urban Center for the use of the President, this study recommended that the University establish: (1) a program in ethnic studies; (2) an all-University undergraduate major in Afro-American studies; (3) a graduate department of American intercultural studies; (4) a department of urban studies with an undergraduate and a graduate major; (5) non-classroom learning programs in ethnic and urban studies; and (6) an Ethnic and Urban Research Information and Community Center (EURICC) which would coordinate and initiate service programs involving both the University and the community. The study further recommended that EURICC and the proposed academic programs and departments be accommodated within a School of National Affairs. This report which is now under consideration by the University Senate will be commercially published in the fall of 1970 by Praeger Publishers, Inc. The Urban Center has agreed to purchase 5,000 paperback copies at cost for on-campus distribution.

Other innovative programs sponsored by the Urban Center include the AFRO-AMERICAN STUDIES PROGRAM which was co-sponsored with the Summer Session in 1968 to increase Black students' knowledge of their heritage and to aid in the initial preparation of future experts in the field of Black studies. Admission was open to students from Columbia College, Barnard College, Teachers College, the School of General Studies, and the School of Engineering and Applied Science. Fourteen students participated in the seminars in history and sociology while six students worked on each task force. Seminar groups met three times a week for supervised discussion of selected topics in history and sociology. Special lecturers visited the classes and students collected data on various sectors and institutions within the Black community in an attempt to develop research and background material for future work in the area.

With the endorsement of the Departments of Physics, Biological Sciences, Chemistry, and Mathematics, the Urban Center sponsored the eight-week SUMMER PROGRAM IN THE PHYSICAL AND LIFE SCIENCES, which attempted to improve the preparation of minority-group high school students for college level-study in science. Fifty-three students were chosen from 170 applicants on the basis of demonstrated ability in science and a desire to pursue a science career.

An outgrowth of this Summer Program is the PROGRAM IN SUPPLEMENTARY MATHEMATICAL TECHNIQUES AND SKILLS. It offers supplementary instruction to selected high school students and provides them with the kind of mathematical background that will enable them to compete in college science and math courses.

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Three URBAN CHAIRS IN THE SOCIAL SCIENCES were established with a $1.8 million endowment from the Ford line of credit. These chairs constitute both a major step in improving the University's academic capability in urban and minority studies and a scholarly resource for the Urban Center. Responsibility for selecting social scientists who have distinguished themselves in urban and minority affairs lies with the appropriate departments of the University, as do all academic appointments in the University.

Since the fall of 1969, one Chair has been occupied by Charles V. Hamilton of the Department of Political Science, now Ford Foundation Professor in Urban Politics. Professor Hamilton was co-author with Stokely Carmichael of *Black Power: The Politics of Liberation in America* and formerly chairman of the Department of Political Science at Roosevelt University, Chicago. Candidates for the two remaining Urban Chairs are being considered by the Departments of Economics, Sociology, and History. In addition to outstanding academic achievement in his discipline, each candidate must demonstrate a deep commitment to the search for solutions to urban problems.

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As can be seen, the interests of the Urban Center, over the past two and a half years of its life, have been varied. In addition to making the resources of the University available to the community and strengthening the University's academic response to urban and ethnic affairs, the Center has concerned itself with the image and role of the University as an active member of the Morningside Heights-Harlem community. It goes without saying that the existence of a major private institution of higher learning has a substantial effect on the lives of people who live in its shadow and on the other societal institutions which operate in the area. In this connection the Urban Center early recognized the need to re-direct the vast purchasing power of the University towards its neighbors and supported the establishment of a UNIVERSITY PURCHASING OFFICE IN THE HARLEM COMMUNITY. Following termination of Urban Center support in June 1970, this program was continued out of the budget of the Purchasing Office. In addition, the VESTIBULE TRAINING PROGRAM was established by the University Personnel Office, with Urban Center support, to recruit, train, and employ residents of the neighboring communities for clerical and office positions. Enrollees are provided with a stipend during a six-week training period and are guaranteed University employment upon completion of the program.

The Center has also sponsored conferences, occasional papers, and publications. One major undertaking consisted of a two-day conference with the Academy of Political Science, "Governing the City: Challenges and Options for New York." This conference resulted in a book edited by Professors Robert Connery and Demetrios Caraley.

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NEW DIRECTIONS

When Franklin H. Williams submitted his resignation as director of the Urban Center in November 1969, he could point with pride to the solid initiatives taken by the Center. Acknowledging that much remained to be done to "turn the University around," Mr. Williams indicated the major role played by the Center in the creation of viable structures within Columbia to carry forward the mission toward "pre-eminence" in urban and minority studies, toward the involvement of all ethnic groups in University life, and in the application of the University's special talents and skills to the city and the community of which the University is a part.

As regards the future of the Urban Center, one can only recognize that the need for such a structure within the University continues to exist. Since the inception of the Center, a major concern—intensified during the last six months—has been whether the Urban Center will be supported by the University following depletion of the Ford Foundation line of credit. The many intangibles and unknowns in this situation make it difficult to predict the future. However, President Andrew W. Cordier's statement would lead one to posit a continuing role for the Urban Center: "The University must continue to assist in resolving the serious urban problems which New York City and the Nation face. In this endeavor the Center will play an important role."

The commitment of most of the Ford line of credit (approximately $8.3 million of the $10 million) and the last two years of activity produced the recent intensive review, evaluation, and broad consultation with concerned parties regarding optimum use of the remaining funds. Consequently, the Center now intends to embark upon New Directions as Columbia's principal agency for developing as well as maintaining University commitment to help resolve urban-minority issues and problems. Indeed, in the "Report of the President" on the conditions and needs of the University as it entered the 1969-1970 academic year, President Cordier once again reaffirmed the need for such commitment and the Center's vital role in deepening it. "The University of the future must be responsible and responsive. . . . It should assist with the use of the diverse and rich talents available to it in removing the serious blights to our urban communities," the President stated. Accordingly, the Urban Center now intends to concentrate its activities, to support only those programs which suggest enduring benefits for both the University and the community alike, and to assume a more operational stance.

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Two major program areas have been identified which, with University encouragement and support, the Urban Center will engage in over the next two or three years: (1) A reciprocal community-University service and exchange program in which the Center will assist the University in

developing new and expanded delivery systems for educational and technical services to the community in return for opportunities for programmatic training, research, and experiential insights for Columbia faculty and students; and (2) a research program in urban and minority affairs to compile, develop, and disseminate knowledge about minority ethnic studies, coordinated primarily by minority members of the Columbia faculty.

These interrelated programs, described more fully below, will be developed with direct Urban Center participation. Each is consistent with previous expenditures of the Ford Foundation line of credit. Each is consistent with our experience regarding the necessity for institutionalizing Center-supported initiatives. Each represents a consistent response to a widely felt need for educational leadership in forthcoming years.

As indicated above, the Urban Center's involvement in these prospective programs constitutes a narrowing of its scope of activities and a concentration of remaining financial resources upon specific goals. For example, the Center intends to play a more innovative role in University-community relations. In moving from the catalytic role of a seeder and overseer of funds to that of a University service organization, the Center will assume responsibility for the delivery of technical and educational resources to Columbia's neighbors. In this regard the Center will establish and administer with the active participation of identified community groups, a Community Educational Exchange Program and a Faculty-Student Technical Assistance Project.

The COMMUNITY EDUCATIONAL EXCHANGE PROGRAM will build upon and expand certain programs supported in the past by the Center. Efforts will probably be concentrated on three groups: (1) youth in the public schools; (2) University employees and parents of youngsters involved in Columbia's "Project Double Discovery"; and finally (3) adults in need of continuing education and paraprofessional training. Activities for these groups have been selected for a variety of reasons. They will provide a direct educational service to members of the contiguous community. They will enable a heretofore neglected segment of the University community—employees—to benefit from the educational resources of the University. They will provide cybernetic feedback for University appraisal of educational innovations. Finally, they will provide a new conduit for the expressed desire on the part of Columbia faculty and students to serve the community.

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Some programs of the FACULTY-STUDENT TECHNICAL ASSISTANCE PROJECT have already been developed in the University's professional schools (Law, Business, Architecture, and Social Work), while others are still emerging. The Center has played a major role in the development of these programs both by funding faculty and student participants and by

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seeking to insure that the programs become organic parts of each school's instructional program and curriculum. Under the New Directions the Cente plans to coordinate each school's effort into an interdisciplinary program designed to launch a broad-based attack on community problems.

Community organizations which have assisted minority architectural students in developing various plans, proposals, and options for involving minority contractors and subcontractors in University construction programs will play a key role in the establishment of corporation instruments for nonprofit housing, real estate management, and economic development. This program provides training opportunities for students in the Schools of Architecture and Business, and the Graduate School of Arts and Sciences. Academic credit and intensive community involvement for students will be essential components of these and other programs developed under the Faculty-Student Technical Assistance Project. The pursuit of outside funding sources is expected to result in decreased second-year Urban Center financial support.

The Urban Center also proposes to support the establishment of a RESEARCH PROGRAM IN URBAN AND MINORITY AFFAIRS to be organized and directed primarily by minority faculty members. One objective of this program will be the expansion, collation, and transmission of knowledge, research, and materials for instructional programs in ethnic studies. It is expected that this creative program will provide unique opportunities for doctoral and postdoctoral research in Afro-American and Puerto Rican studies, and that the program will be self-sustaining by 1972.

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Other innovations in the Urban Center program include the establishment of a LIBRARY AND CLEARINGHOUSE for University-community activities which will provide a much needed resource for the compilation and dissemination of information about the University and about University-conducted community services. It is hoped that the need for a referral agency for community groups who require assistance or resources not available at the University will also be met.

Priority concern is also being devoted to the development of a strengthened Puerto Rican component within the Urban Center. A TASK FORCE ON PUERTO RICAN AFFAIRS composed of Puerto Rican student leaders in consultation with Puerto Rican community organizations has been at work this summer on a report to the Center and the University. The hope is that the report will identify problem areas and recommend ways of increasing Columbia's involvement with this important part of the University neighborhood.

An ACADEMIC ADVISORY COMMITTEE (see page 6) has been established to assist the Urban Center with its New Directions. Composed of

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Columbia faculty members and administrators with recognized expertise in the urban and minority areas, this committee will function in an advisory capacity to the administrator of the Urban Center. This significant development, along with the initiation of an integrated program-planning process and improved fiscal management procedures, represents change designed to strengthen the administration of the Urban Center. With the continuing and active involvement of its former director, Franklin H. Williams, the Center will continue to broaden and deepen its relationship with campus and community groups and to address itself aggressively to securing other funds to insure the continuation of its worth-while programs.

CONCLUSION: THE CHALLENGES AHEAD

The Urban Center is neither enthusiastic nor pessimistic about its achievements to date. Despite the tentative and uncertain concepts and programs of its formative period—which were due in part to healthy and genuine differences over the Center's appropriate role and, in part, to a normal period of institutional structuring and accretion of staff expertise—a significant number of the projects initiated or materially assisted by the Urban Center have fulfilled and continue to fulfill the functions for which they were established. The Center anticipates an even larger catalogue of successful undertakings in its next annual report.

However, the underlying problem of institutional resistance to change, which this report addresses, persists. It is true that Columbia University has reiterated its intentions to reify the imperatives explicit in the 1967 grant of the Ford Foundation. It is true that Columbia has, on occasion, demonstrated an impressive capacity to conceive and implement innovative programs of which the community benefits are even now apparent. It is true that the University's good faith cannot be impugned. But it is also true that neither Columbia's reiterated intentions nor its several successes have kept pace with the exigent problems arising out of the deteriorating economic and social conditions of the urban community of which it is a part.

Bold and creative action is necessary; its absence, whatever the causes, will not continue indefinitely. However, there is a point beyond which complacent optimism becomes automatically self-defeating. The actions of the University are being observed and recorded by concerned citizens within the neighboring community. Within the University itself, its performance in urban and minority affairs is a matter of crucial concern to segments of the faculty and student body. The Urban Center believes that the capacity of the University to promote substantial improvements beyond its campus is not just an experiment in noble humanitarianism but a condition of survival in the urban setting.

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APPENDIX I

Financial Summary of Ford Foundation Grants to the Urban Center for Programs in Urban and Minority Affairs*

September 1967 to June 30, 1970

Endowments		$2,550,000
Urban Chairs in Social Sciences	$1,800,000	
Urban Center Director	750,000	
Urban and Minority Program Support		4,745,188
Programs supported through the University	3,688,860	
Programs $3,472,406		
Individual Research 216,454		
Directly to outside organizations	1,056,328	
Urban Center		940,473
Curriculum Project in Urban and Ethnic Studies	84,652**	
Minority Faculty Talent Search	12,233	
Minority Student Recruitment Project	31,113	
Miscellaneous project expenses	109,339	
Administrative expenses	703,136	
Total Grants Received From Ford Foundation		$8,235,661***

* Figures represent approved amounts only.

** Total amount was $148,586.97 for the program, of which $63,934 was charged to Urban Chairs accounts.

*** The balance of the $10 million line of credit ($1.7 million) has been requested of Ford to cover the fiscal years 1971 and 1972.

APPENDIX II

Grants Approved by the Urban Center*

A. Programs Supported through the University

OFFICES OF ADMINISTRATION

Office of Art Properties

BLACK ART: TOWARDS A DEFINITION: Exhibit of work of Black artists at Columbia University and at other selected sites throughout the country. — **May 15, 1969 $25,600

Personnel Office

VESTIBULE TRAINING PROGRAM: To recruit, train, and employ residents of the neighboring communities in clerical and office skills. Provided with a stipend during a six-week training period, the enrollees are assured of University employment upon completion of the program. — June 29, 1969 $8,440

Purchasing Office

PURCHASING AGENT IN HARLEM: First-year support for a new purchasing agent stationed in Harlem, whose aim is to concentrate an increased proportion of the University's purchasing in the Harlem community. — June 9, 1969 $18,700

Office of Radio and TV

BLACK HERITAGE TELEVISION SERIES: Columbia-CBS TV series on the history of Afro-Americans to date (108 thirty-minute segments). Now available on film and in book form. — July 8, 1968 $40,000

SCHOOL OF ARCHITECTURE

CHINATOWN STUDY: Survey of the economic, social, and environmental conditions and needs of the Chinese community of New York. — March 27, 1969 $13,960

COLLOQUIUM ON UNIVERSITY EXPANSION: A two-day colloquium sponsored by the Urban Action and Experimentation Program, School of — July 14,1969 $892

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* Includes all research grants. See Appendix II. B. for an alphabetical listing of individual research grants.

** Dates indicate the date the Urban Center approved the grant and amounts indicate the amount approved.

Architecture, and arranged in conjunction with the University of Chicago and several community groups in New York, to develop recommendations for Columbia University in the area of expansion and community relations.

COMMUNITY ASSOCIATION OF EAST HARLEM TRIANGLE: Program to develop new techniques and materials for housing construction in the area. — March 6, 1969 $22,000

CONTRACTING: ESTIMATING PROCEDURES COURSE: Basic course in estimating skills for approximately thirty minority contractors from the community; includes such subjects as blueprint reading, cost estimating, and understanding code requirements and construction details of building. This program was conducted in collaboration with the Graduate School of Business. — September 29, 1969 $4,400

EAST HARLEM PLANNING STUDIO: To provide planning assistance to a wide variety of community groups and local organizations in Central and East Harlem. Staffed by students and faculty of the Division of Urban Planning of the School, and is part of the regular curriculum in the master's degree program. — May 8, 1969 $6,810

HARLEM HOUSING STUDY (INSTITUTE OF URBAN ENVIRONMENT): Funds to analyze the magnitude of the housing problem in Harlem and to develop specific recommendations for program and policy changes to deal with the situation. — October 25, 1967 $179,000

MINORITY CONTRACTORS STUDY: Grant to document and analyze problems facing minority contractors, and to describe the successful programs which can be publicized and implemented on a broader basis. — July 1969 $2,420

NEIGHBORHOOD POWER AND CONTROL: Grant to write a book of this title which explores citizen participation in urban planning through an in-depth study of the Model Cities program-planning process in several major cities. Professor Hans Spiegel and Stephen A. Mittenthal. Book scheduled for publication in late 1970. — April 16, 1969 $25,000

PLANNING URBAN AMERICA: Grant to write a book of this title, which examines the theories and techniques of the American planner, and the — April 4, 1969 $10,000

influences and procedures which guide his work. To be the basis of a course in urban studies at Columbia College in September 1970. Professor Harry Anthony.

REAL GREAT SOCIETY: Architecture, Education, and Community Service Program: A joint Columbia-community project in which architecture students provide architectural and planning services to the Real Great Society; one of the new "platforms" which are part of the School's curriculum. — October 10, 1968 — $45,000

SCHOLARSHIP: A grant to make scholarship money available to minority-group college graduates for study in the Division of Urban Planning of the School. — April 3, 1969 — $25,000

SPECIAL ASSISTANT FOR MINORITY AFFAIRS: Assistant to the Dean; to be responsible for minority student recruitment and programs. — June 18, 1969 — $23,280

URBAN ACTION AND EXPERIMENTATION PROGRAM: An action-oriented program which offers technical assistance in architectural planning and organization to groups in Harlem as well as involving businessmen in community problems. — October 15, 1969 — $120,400

SCHOOL OF THE ARTS

ACTORS ASSISTANTSHIP COMMUNITY THEATRE: Assistantships for four Black actors to work with the Theatre Division of the School. — March 4, 1969 — $8,000

ADJUNCT PROFESSOR IN WRITING: Two-year salary and research support for Professor John Oliver Killens in the Writing Division of the School, to teach a course in Black culture, and maintain an experimental writers' workshop open to Columbia students and Black writers. — November 27, 1968 — $30,620

ARTHUR MITCHELL DANCE COMPANY: Support of a performance of the Dance Company for 1,000 school children from the Harlem and Bedford Stuyvesant areas, held at Columbia University. — January 7, 1970 — $690

ASSISTANT TO THE DEAN: Salary support for an assistant in planning and conducting minority and community programs. — November 28, 1967 — $18,360

CIRCULATION OF BLACK HERITAGE FILMS, (COMMUNITY FILM BOARD): Funds to make the films from the Black Heritage television series available to the community.	January 7, 1970 $1,850
COMMUNITY FILM BOARD: Established to provide Black and Puerto Rican filmmakers with equipment and resources for making films relevant to the Black and Puerto Rican experience. Board includes both community filmmakers and faculty members of the School. Through the Board, facilities at the School and technical assistance are made available to community filmmakers.	January 8, 1969 $34,700
FILM ON PAN-AFRICAN CULTURAL ARTS FESTIVAL: Grant to enable a team of film technicians to visit the Festival in Algiers and to produce a film of the Festival geared to the Black American community and focusing upon its cultural ties and common interests with the continent of Africa.	July 15, 1969 $12,200
HARLEM YOUTH SYMPHONY: Grant to allow this symphony orchestra to hold a concert in Harlem in the spring of 1969. The purpose of this concert was to enable the orchestra to become an independent organization.	March 4, 1969 $8,000
JAMES VAN DERZEE PHOTOGRAPHIC INSTITUTE: Partial support for the preservation and cataloging of James Van Derzee's photographs of the Black experience in New York.	September 3, 1969 $4,500
PHOENIX HOUSE FILM: Support of film on the Hart Island Center of Phoenix House, addict rehabilitation program. (Produced by the Community Film Board.)	September 16, 1968 $19,662
SCHOLARSHIP: Financial assistance to minority students to enable them to attend the School.	June 11, 1968 $22,000
SCHOLARSHIPS FOR THEATRE-OF-COURAGE PARTICIPANTS: Support for non-college-graduate community people to receive professional training from the School.	September 1968 $11,000
SPANISH ENSEMBLE AND WORKSHOP (NEW POOR THEATRE): A workshop to train performers and develop repertory for theatre relevant to New York City's Spanish-speaking	November 20, 1969 $600

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community. This grant sponsored a one-night performance of the group at Columbia.

SPECIAL HARLEM FILM PROJECT: Support of documentary film "Good Morning, Miss Harris." — March 19, 1968 $1,640

SYMPOSIUM OF BLACK CHOREOGRAPHERS: Grant to produce a spring symposium at Barnard and to commission a new work by a Black guest choreographer. This symposium was open to the Columbia and Harlem communities. — February 3, 1969 $3,150

THEATRE TECHNICAL ARTS TRAINING PROGRAM: Offering instruction and practical experience related to theatre construction and other technical matters to members of community theatre companies. — January 1969 $23,032

TRANSLATION OF THE LITERATURE OF THE YORUBA RELIGION: Translation of essays on the Yoruba religion, a little-known segment of Caribbean culture. One purpose is to demonstrate the common cultural roots of Afro-American and Puerto Rican/Cuban peoples. Xiomara Cortes, undergraduate, Barnard College. — October 8, 1969 $1,208

GRADUATE SCHOOL OF ARTS AND SCIENCES

SCHOLARSHIPS AND MINORITY RECRUITMENT: A fellowship, counselling, and recruitment program for minority students in the Graduate School — October 2, 1969 $51,000

Department of Anthropology

RESEARCH AND TRAINING IN URBAN ETHNOGRAPHY: Project for the development of methodology for urban research, utilizing videotape as the primary research medium. Professor Marvin Harris. — March 14, 1968 $3,500

URBANIZATION IN UPPER VOLTA: Study to show why contemporary urbanization is different from comparable processes in the past, and to explain why this process has greater implications for political systems than ever before. Professor Elliott P. Skinner. — December 3, 1969 $3,000

Department of Economics

ECONOMICS OF EDUCATION: Grant (1) to analyze methods of decision-making in bureau- — September 23, 1969 $9,620

cratic organizations which have responsibility for allocating educational resources; and (2) to determine the roles of school and environmental factors in contributing to educational achievement. Professor Roger E. Alcaly.

STUDY OF THE ECONOMY OF HARLEM: Grant to assist in expanding and analyzing data and in writing a book on the economics of the Harlem business community. Professor James Heilbrun. — October 31, 1968 — $6,447

Department of French and Romance Philology

COMPARATIVE STUDY OF AMERICAN AND AFRICAN BLACK WRITERS: A study of African and American Black writers as each engages in his respective movements towards Black Nationalism. Emphasis on a philosophical point of view—the cause and effect, the evolution of thought in Africa. Involves a study of the language of the writers, the kinds of writings, and the influence of one on the other. Shirley Ann Blackman. — August 18, 1969 — $4,180

Department of History

LECTURES FOR AFRO-AMERICAN HISTORY COURSE: Support for ten guest lecturers for the course given in the spring term, 1969. — March 17, 1969 — $1,500

LECTURER ABIDA DONASQMETO: Lecture, "The Negro in the Brazilian City" by Abdias do Nascimento. — April 8, 1969 — $150

EDWARD W. BLYDEN'S LETTERS: Grant to complete a research project—the editing of some sixty letters of Edward Wilmot Blyden (1832-1912), the brilliant West Indian-born Liberian and Pan African intellectual, to distinguished African, European, and American figures. Professor Hollis Lynch. — August 25, 1969 — $500

Department of Linguistics

STRUCTURE AND FUNCTION OF LANGUAGE USED BY THE PUERTO RICAN COMMUNITY OF NEW YORK CITY: Study to bring out the view of social reality which emerges through this language. The aim is to provide educators and social planners with an understanding of the failure of deprived children to accept middle-class culture. Professor William Labov. — September 29, 1969 — $16,699

Department of Mathematics

SUPPLEMENTARY PROGRAM IN MATHEMATICS: Created by Black Columbia College undergraduates to provide supplementary instruction to selected high school students in the mathematical background needed to compete in college science and math courses.	October 22, 1969 $5,314

Department of Music

AFRICAN MUSIC INSTRUCTOR: Support for Alfred Ladzekop of Ghana, instructor in the School of The Arts, to teach a course for students and community people.	April 4, 1969 $3,654
FESTIVAL SYMPHONY: Support of three summer concerts by the Festival Symphony Orchestra, held in Riverside Park and open to anyone who wished to attend.	June 6, 1968 $12,000

Department of Political Science

METROPOLITAN HUMAN RIGHTS COMMISSIONS: THE NEW YORK CITY CASE: A study of the Commission, its development and effectiveness. Gerald Benjamin.	July 1968 $3,179
COURSE IN RESEARCH LITERATURE IN THE AREA OF URBAN POLITICS: Critical review with emphasis on the urban social environment; the place of the city in the federal system; resources, strategies, and tactics of official and non-official individuals and groups in shaping city policies and programs; failures and accomplishments of urban governments; alternative political futures for large cities.	July 1, 1969 $3,000
COURSE IN URBAN SOCIOLOGY OF URBAN POLICY: Partial salary support for one term for Professor Herbert Gans.	January 25, 1969 $3,500
LEGISLATIVE CONTROL AND ADMINISTRATION OF THE NEW YORK CITY COUNCIL: Study focusing on the problem of legislative control in the New York City Primary. Bruce Feld.	May 27, 1968 $2,750
MUNICIPAL COLLECTIVE BARGAINING SYSTEM: Grant to study the nature and structure of employee organizations involved in municipal collective bargaining; the procedures for	October 13, 1969 $5,600

resolution of collective bargaining conflict; and the outcomes for impacts of collective bargaining decisions with particular emphasis on administrative processes, expense budget, and new participants in the bargaining area. Raymond D. Horton.

UNIONIZATION OF MUNICIPAL EMPLOYEES: Research grant to investigate municipal employee unions; the entrance and promotion of new employees with particular attention to opportunities for minority groups; labor arbitration with emphasis upon channels for expressing grievances as an alternative to legislation prohibiting strikes; the impact of unions on government decision-making, focusing upon New York City municipal employees and unions. Professor Robert Connery.

November 18, 1969
$13,500

STUDY OF STUDENT ATTITUDES: Study by the Department of Political Science of why its incoming students choose to attend Columbia; why they prefer one postgraduate program to another; what factors explain choices, success in graduate school, and subsequent occupational preferences. For determining future policies, course offerings, etc. Professor Wayne A. Wilcox.

October 10, 1969
$21,345

THE URBAN ELECTORATE: Study of behavior. Professor Vernon M. Goetcheus.

March 26, 1968
$500

WELFARE RIGHTS MOVEMENT IN NEW YORK: Research on the movement in its political and leadership aspects. Larry Jackson.

June 25, 1969
$14,185

POLICY OUTPUT AT THE REGIONAL LEVEL: Research grant to investigate: the attitudes and behavior of federal officials in manpower agencies; the effects of field organization upon these officials; the effects of official behavior and attitudes upon services to local programs and recipients; and the operational effects of interagency coordination at the local level. Joseph Ball.

October 20, 1969
$4,000

RACISM AND THE URBAN CRISIS: Research study focusing on the Black militant, particularly the Black militant student. Omar Grine.

April 10, 1969
$1,000

SURVEY OF RACIAL ATTITUDES IN NEW YORK CITY: to gather data on community response

October 28, 1968
$5,000

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to problems of ghettoization in the New York Metropolitan area.

Department of Sociology

TREND ANALYSIS: BLACK AND WHITE ATTITUDES: content analysis of Black news—the handling of news about Black people in seven cities; trend analysis of Negro and white attitudes. To be incorporated into a course in the Department. Professor Terence Hopkins.

April 2, 1969
$1,000

BARNARD COLLEGE

ANALYSIS AND INTERPRETATION OF THE POLITICAL PROCESSES OF LARGE AMERICAN CITIES: Study to be the basis of a new course at the College. Professor Demetrios Caraley.

March 12, 1968
$13,962

BLACK CHAMBER DANCE SERIES: Presentation of works of Black choreographers, danced by Barnard students, for the Columbia and Harlem communities.

March 4, 1969
$7,500

CULTURE OF THE CITIES: Undergraduate course presenting aspects of city culture through lectures, seminars, tapes, concerts, and readings.

January 30, 1969
$19,000

THE PSYCHOLOGICAL ANALYSIS OF RACISM: One-term seminar on the psychological factors influencing the development and expression of racist attitudes and actions.

April 25, 1969
$2,000

GRADUATE SCHOOL OF BUSINESS

COLUMBIA PURCHASE PLAN IN HARLEM: Study of the University's pattern of purchasing, to guide the University's efforts in utilizing Harlem business firms as suppliers of goods and services to Columbia. Professor Wayne Marshall.

March 4, 1969
$300

URBAN PROBLEMS CONFRONTING BUSINESS: Course dealing with fiscal and political aspects of race, poverty, unemployment, housing, transportation. Funds were given to enable the School to bring in out-of-town speakers.

October 31, 1968
$1,000

STRATEGIES FOR ECONOMIC DEVELOPMENT: Planning grant to explore ways in which the School might become more involved in urban

November 18, 1967
$36,000

and minority affairs. The M.B.A. Management Consultants Program was an outgrowth of this endeavor.

STUDENT CONFERENCE ON MANAGING THE METROPOLIS: One-day conference for Black college seniors on the urban crisis. — October 23, 1968 $3,000

COLUMBIA COLLEGE

BLACK STUDENT RECRUITMENT: Nationwide recruitment of minority students by the Student Afro-American Society of the College. — November 25, 1968 $2,400

CAMP COLUMBIA SUMMER PROGRAM: To assist minority-group freshmen in preparing for college work. — May 22, 1969 $30,000

CITIZENSHIP COUNCIL SUMMER RESEARCH PROJECT: Support for the updating of the report, "Columbia and the Community." — June 10, 1969 $2,160

COURSE IN AFRO-AMERICAN CIVILIZATION: Support for a research assistant to prepare material for this new course. — May 27, 1969 $2,000

THE DEVELOPMENT AND ORGANIZATION OF BLACK FAMILY LIFE IN AMERICA: Partial support for a new course in the Human Development curriculum of Columbia College. — September 29, 1969 $1,300

LECTURE SERIES ON THE BLACK EXPERIENCE: Summer 1968-1969 series conducted by the *Forum*, and intended to lay the foundation for a new course for credit. — July 31, 1968 $24,272

MARTIN LUTHER KING ORAL HISTORY CENTER: Trip by the Student Afro-American Society to the Atlanta University complex to observe their Black Studies program and to explore the possibility of an exchange with Columbia. — April 11, 1969 $2,270

MORNINGSIDE PREP SCHOOL: Planning grant for a feasibility study of a "Morningside Prep" to prepare high school dropouts or graduates for admission into college. — February 5, 1969 $3,260

PROJECT DOUBLE DISCOVERY: A college preparatory program for educationally disadvantaged high school students from neighboring communities. It involves Columbia students — April 11, 1968 $30,720

in teaching, counselling, and administrative positions.

SAGE HILL CAMP: Summer work and leadership training program for thirty community youngsters. — June 13, 1969 — $9,000

SOCIAL CLASS, FAMILY FACTORS, INSTITUTIONAL ASSOCIATIONS, AND SOCIO-POLITICAL ORIENTATION: Grant to collect data to confirm a hypothesis that there are two distinct subgroups within the Black student community; to examine the relationship between social class, degree of association with Black institutions, and family factors; and to investigate possible correlations between these factors and a rise in anti-nationalist feeling among Black students. Darryl Pittman. — October 8, 1969 — $1,250

SPECIAL ASSISTANT FOR MINORITIES: Support of an assistant to the Deans of the College and the School of Engineering and Applied Science, to work as a consultant and coordinator in matters of minority group recruitment and admissions. The Urban Center also provided the salary for his secretary. — March 28, 1969 — $33,752

URBAN BLUES PROJECT: Grant to write a book on urban blues as an approach to the study of Black history, notably migration to the north, dialect, insight into problems and concerns; a study of individual blues artists like Muddy Waters and others, their contribution to the development of this distinctive musical form. Project under the sponsorship of Professor Hollis Lynch with various chapters part of course credit; student hopes to publish research eventually in book form. Ralph Metcalfe. — December 9, 1969 — $1,000

URBAN FORUM RADIO SERIES: Student-planned and student-run series which explored current issues within the urban community such as community control of schools, the status of culture and the arts, youth in the ghetto, etc. — July 31, 1968 — $4,000

SCHOOL OF ENGINEERING AND APPLIED SCIENCE

SYSTEMS ANALYSIS/COST OF SLUM GHETTO TO THE UNITED STATES: Study of both the direct and the indirect costs to society of tolerating or maintaining a system of ghettos. Professor Seymour Melman. — May 7, 1968 — $6,000

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SCHOOL OF GENERAL STUDIES

AFRICAN NATIONALIST STUDENT ASSOCIATION: Planning grant to bring Black performers and personalities to the Columbia campus.	April 11, 1969 $1,000
COMMISSION OF EDUCATIONAL POLICY PLANNING: Support of the research activities of this commission whose purpose was to study the role and future direction of the School.	March 14, 1969 $9,800
COMPUTER TRAINING COURSE: Conducted by the Development Division of the School in collaboration with the Computer Center and the Graduate School of Business, this course provides residents of the adjacent communities with background necessary for obtaining positions as computer programmers.	April 28, 1969 $14,148
URBAN SOCIAL CONFLICT: Grant to provide assistance in programming data for students enrolled in the School's course on this subject.	August 4, 1969 $500
DEVELOPMENT DIVISION: Program of the School created to meet the educational needs of minority group members whose academic preparation has been interrupted or who have other educational handicaps which interfere with their career development. Dispensing with traditional admission criteria the division, frequently in collaboration with neighboring community groups, designs educational programs for immediate objectives.	November 28, 1969 $127,163
INTERGROUP RELATIONS PROGRAM: Seminars for community and city workers in intergroup relations and skills, studying techniques of community organization, social action, education, mediation, and persuasion.	March 18, 1968 $35,000
PRE-MEDICAL PROGRAM: Provides tuition and living stipends to nine minority students for a year's post-baccalaureate pre-medical study. The Center provided financial assistance for the implementation of the program.	September 10, 1969 $20,000
SCHOLARSHIP: Seed money for scholarships for minority students enrolled in the School until other funding sources could be explored.	June 16, 1969 $21,834
URBAN STUDIES PROGRAM: A new area of concentration which continues two new courses	April 15, 1969 $27,400

in urban studies with elective courses in the social sciences and other relevant disiplines. The Center supported its coordinator and provided financial assistance for the editing of the lectures taped in one of the courses.

GRADUATE SCHOOL OF JOURNALISM

ADMISSIONS AND STUDENTS AFFAIRS AID: Support of Black admissions and student affairs to assist in recruiting and counselling Blacks in the 1969-1970 class. — May 22, 1969 $6,000

APPRENTICE IN ALUMNI PRINTING LABORATORY: Support of the salary of a young Black apprentice participating in an on-the-job training program in the Alumni Print Laboratory at the School. — February 5, 1969 $5,384.60

MINORITY PROFESSORSHIP: Two years' salary support for Professor Luther Jackson in conducting a special program in urban and minority reporting. — May 22, 1969 $40,500

NARCOTICS INSTITUTE BROCHURE: Preparation of the brochure by a student of the School. — January 23, 1969 $750

SCHOLARSHIPS FOR MINORITY STUDENTS IN JOURNALISM: Grant to provide assistance to minority students and to enable the School to increase its minority enrollment. — June 11, 1968 $37,000

TRAINING PROGRAM FOR THE STAFF OF "40 ACRES AND A MULE": Training program by the faculty and students of the School for the staff of a publication so entitled. — January 13, 1969 $2,680

SCHOOL OF LAW

ASSOCIATE DEAN FOR URBAN AFFAIRS: Three year support of this position to enlarge the community involvement of the School. — August 20, 1969 $100,000

CLEO SUMMER PROGRAM: The School in cooperation with the New York University Law School, established a summer institute for disadvantaged college graduates preparing for law school. — July 3, 1969 $7,500

COLUMBIA LEGAL ASSISTANTS RESOURCE (CLAR): A legal office located in the School which serves as a referral unit for cases and projects from various organizations. They serve — October 24, 1969 $34,750

legal agencies as well as non-legal community organizations by providing research on complex problems, monitoring legislation, and handling appeals. Students in this program receive credit and are supervised by two professors.	
EDUCATION OF LEGAL SERVICE ASSISTANTS: The School, working in conjunction with the Talent Corps, trains paraprofessional assistants for neighborhood law offices. There are now seventeen of these assistants working full-time on such matters as welfare rights, landlord-tenant cases, and consumer problems.	December 13, 1968 $35,200
MINORITY LAW STUDENT RECRUITMENT: To encourage more minority students to attend the School, this grant was made to defray costs in conducting a special recruitment campaign.	December 4, 1968 $4,500
SUMMER LAW INTERNSHIP PROGRAM: Law students worked in community law offices, city antipoverty offices, hospitals, community agencies, etc.	December 14, 1967 $61,000

COLLEGE OF PHYSICIANS AND SURGEONS

ASSOCIATE DEAN FOR URBAN AND COMMUNITY AFFAIRS: A new office to develop the role of the College in rendering health services to the community, and to deal with health problems of concern to the College and professional and lay groups in the community. The Urban Center provided the first year support for this office and its supporting staff.	April 7, 1969 $125,000
BIO-MEDICAL CAREERS: Program to introduce neighborhood children to careers in biology and health.	March 27, 1969 $5,500
CONFERENCE ON GHETTO MEDICAL CARE: Community professionals focusing attention on and developing approaches to the problems of health care among minority groups.	January 1, 1969 $1,000
DOCTOR-PATIENT RELATIONSHIPS IN HARLEM: Grant to correlate a patient's level of medical knowledge with the doctor's willingness to convey such knowledge to his patient; to find if a relationship exists between a patient's general health and his level of medical knowledge; to	October 8, 1969 $1,250

apply these findings to the training of doctors in their approach to low-income, low-educational-level patients. Naythania Jones, student, Columbia College.

MEDICAL AND SOCIOLOGICAL EVALUATION OF POVERTY AND REHABILITATION SERVICE PATIENTS: Study of the needs and characteristics of patients in the Department of Rehabilitative Medicine in order to develop a program to meet their needs and to train rehabilitation aides. Herbert H. Thornhill, M.D. Harlem Hospital Center.

May 6, 1968
$4,800

PARA-MEDICAL TRAINING PROGRAM: Laboratory and class work to prepare twenty-five underemployed persons as medical laboratory technicians. Trainees have qualified for licensing by the New York State Health Department, and several are employed at Harlem Hospital. The Urban Center supported the program from January to December 1969.

March 7, 1968
$20,000

REHABILITATION AND TRAINING PROGRAM: To provide the community with quality rehabilitation services and to evaluate their effectiveness; to train community people to do such evaluations; to collect and use the data as a means of adapting future rehabilitation projects to the needs of the community. This program operated on Urban Center funds from August 1, 1969, to July 31, 1970.

August 7, 1969
$61,560

SCHOOL OF SOCIAL WORK

ANTIDOTE TO RACISM CONFERENCE: Grant to Black Student Caucus of the School for a conference to develop a student-run institute which would include an orientation program for new students, educational supportive services, educational research programs, and an experimental educational program.

April 11, 1969
$4,250

RESEARCH IN PUBLIC WELFARE: Project to: (1) determine the number of people eligible for welfare not receiving it; (2) estimate illegal terminations and other losses of legal benefits; (3) determine the causes and develop the resultant data. Professors Richard A. Cloward and Frances Piven.

June 10, 1969
$47,690

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URBAN LEADERSHIP TRAINING PROGRAM: A two-year program leading to the M.S.W. degree, for six community leaders recommended by community organizations. Concentrates on techniques of community organization, lobbying, and funding, and includes a summer internship in Washington.	August 7, 1968 $57,000
SUMMER SESSION	
AFRO-AMERICAN STUDIES PROGRAM: Seminars and task forces involving twenty-five Columbia students.	June 16, 1960 $23,000
COMPUTER SCIENCE COURSE: Designed to teach computer programming and to provide job placement for community youths successfully completing the program.	May 22, 1969 $16,275
SUMMER PROGRAM IN THE PHYSICIAL AND LIFE SCIENCES: Provides sixty high school participants with supplementary (when necessary) and advanced mathematical and scientific instruction. Students are encouraged to go on to college, and to major in the sciences; instructors are college students majoring in the sciences.	June 20, 1969 $24,158
THE BLACK AND LATIN EXPERIENCE IN THE U.S.: A student-operated program to give college undergraduates an introduction to the subject.	June 25, 1969 $2,944
TEACHERS COLLEGE	
AFRICAN DESCENDANTS IN THE WESTERN WORLD: Grant to research the historical and anthropological account of African descendants for the purpose of writing a high school text on the subject. Ann Cook.	August 26, 1969 $7,100
BLACK STUDIES RESOURCE CENTER: Grant for the Teachers College Black Representation Organization to develop a detailed plan for the Center.	November 15, 1969 $3,320
CENTER FOR URBAN COMMUNITY EDUCATION: A resource center to assist community groups seeking effective participation in public education. This Center supports a vast range of indigenous community groups in their efforts to develop greater expertise in dealing with issues arising out of school decentralization.	March 10, 1969 $90,082

COMMUNITY TEACHERS ASSOCIATION: A planning grant to develop community participation in issues of school decentralization and community control.	May 12, 1969 $21,425
EDUCATIONAL PARAPROFESSIONAL DEVELOPMENT PROGRAM: Operated in cooperation with the District 5 school district to train community residents as teaching assistants in community schools. A high school equivalency program and a college program enable the participants to continue their education.	July 8, 1970 $93,000
MATHEMATICS LABORATORIES: Program to train students and teachers at P.S. 208 in new approaches to teaching mathematics and show teachers how to stimulate the interest of inner-city children in mathematics.	May 29, 1969 $14,500
NON-STANDARD STUDENT RECRUITMENT: Grant for an assistant to handle recruitment, financial support, special services, and counselling for high-risk students for whom there will be a nation-wide talent search.	July 30, 1969 $20,000
THE BLACK EXPERIENCE: Seminar to develop instruction in: (1) the history, contemporary conditions, and culture of Black people; (2) the implications of these subjects for educational and social change. The Center provided support for two years.	September 25, 1968 $5,900
SPANISH FOR TEACHERS: Intensive training for students planning to teach in the New York City school system.	April 15, 1969 $27,000
TEACHERS COLLEGE CURRICULUM: Study by the Committee for a Relevant Education. The Urban Center provided support so that the study could be initiated.	October 2, 1968 $5,000
URBAN COMMUNITY SCHOOLS: A wide spectrum of remedial and enrichment programs to meet the educational needs and requests of community people. Supported by the Urban Center for two years.	October 25, 1967 $1,100,000
PUBLIC SCHOOL INVOLVEMENT: Workshop on curriculum, teacher-training, and citizen participation to explore new methods of improving public school education.	February 12, 1969 $1,127

INSTITUTES, PROGRAMS, AND CENTERS

Institute of African Studies

HARLEM-MORNINGSIDE LECTURE SERIES: Series on African culture and history featuring guest speakers from Columbia and elsewhere.
November 16, 1967
$11,950

STUDY OF CARIBBEAN NOVELISTS: Grant to survey writings from the English-speaking Caribbean area and Guiana coast which reflect the individual consciousness, colonial experience, and heritage of these people; and to link the "islandness" to other regions of the world: Africa, India, and Afro-America. Dr. Wilfred Cartey.
October 9, 1969
$5,700

Bureau of Applied Social Research

DEBTORS IN DEFAULT: Research on the reasons why poor debtors default and the techniques used to collect; also garnishment and its effect on employment. This study includes reflection on social reform. Professor David Caplovitz.
May 27, 1969
$7,898

POVERTY RESEARCH AND THE RESEARCH NEEDS OF COMMUNITY AGENCIES: Conference attended by people engaged in research or in programs related to urban poverty.
May 15, 1969
$1,000

A STUDY OF BLACK TEACHERS IN A GHETTO SCHOOL SYSTEM: A CONTRIBUTION TO THE STUDY OF SUBCULTURE: Study to determine what type of teacher is more likely to be committed to teaching ghetto children under varying school conditions. Attempt to answer questions such as: (1) what are the characteristics of the encounter between teacher and students under conditions now arising in de facto segregated schools of the inner cities? and (2) under what conditions will teachers be predisposed to hostile, indifferent, or helpful behavior? Catherine Bodard.
August 15, 1969
$8,436

Foreign Student Center

AMERICAN LANGUAGE PROGRAM: Provides instruction in English as a second language to about 300 neighborhood residents and University employees on referral by community organizations.
October 7, 1969
$40,000

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Academy of Political Science

CONFERENCE ON GOVERNING NEW YORK: "Governing the City—Challenges and Options for New York": two-day symposium cosponsored by the Academy and the Center. Papers published in the July 1969 issue of the *Academy of Political Science Proceedings*	December 10, 1968 $17,500
GOVERNMENT CONFERENCE ON URBAN RIOTS: "URBAN RIOTS: VIOLENCE AND SOCIAL CHANGE": conference sponsored by the Academy. Papers published in the July 1968 issue of the *Academy of Political Science Proceedings*.	December 18, 1968 $15,000
THE CHANGING METROPOLIS: University Seminar—monthly evening meetings of Columbia faculty members for discussions with distinguished guests on key urban problems.	January 3, 1968 $2,000

B. Support of Individual Research September 1967-June 1970

These projects are also listed in the preceding section, under schools and other divisions of the University.

ROGER E. ALCALY. Economics of Education. Department of Economics.	September 23, 1969 $9,620
HARRY ANTHONY Planning Urban America. School of Architecture.	April 11, 1969 $10,000
JOSEPH BALL. Policy Output at the Regional Level. Department of Political Science.	October 20, 1969 $4,000
GERALD BENJAMIN. Metropolitan Human Rights Commissions: The New York City Case. Department of Political Science.	July 1969 $3,179
SHIRLEY BLACKMAN. Comparative Study of African and American Black Writers. Department of French and Romance Philology.	August 18, 1969 $4,180
CATHERINE BODARD. A Study of Black Teachers in a Ghetto School System: A Contribution to the Study of Subculture. Department of Sociology; Bureau of Applied Social Research	August 15, 1969 $8,436
DAVID CAPLOVITZ. Debtors in Default. Department of Sociology; Bureau of Applied Social Research.	May 27, 1969 $7,898

DEMETRIOS CARALEY. Analysis and Interpretation of Political Processes of Large American Cities. Department of Political Science (Barnard).	April 14, 1969 $13,962
WILFRED CARTEY. Study of Caribbean Novelists. Institute of African Studies.	October 9, 1969 $5,700
RICHARD CLOWARD and FRANCES PIVEN. Research in Public Welfare. School of Social Work.	June 10, 1969 $47,960
ROBERT CONNERY. Unionization of Municipal Employees. Department of Political Science.	November 18, 1969 $13,500
ANN COOK. African Descendants in the Western World. Teachers College.	October 8, 1969 $7,100
XIOMARA CORTES. Translation of the Literature of the Yoruba Religion. Barnard College.	October 8, 1969 $1,208
BRUCE FELD. Legislative Control and Administration of the New York City Council. Department of Political Science (Barnard).	June 10, 1969 $2,750
VERNON M. GOETCHEUS. The Urban Electorate. Department of Political Science.	March 26, 1968 $500
OMAR GRINE. Racism and the Urban Crisis. Department of Political Science.	April 10, 1969 $1,000
MARVIN HARRIS. Research and Training in Urban Ethnography. Department of Anthropology.	March 14, 1968 $3,500
JAMES HEILBRUN. Study of the Economy of Harlem. Department of Economics.	October 31, 1968 $6,447
TERENCE HOPKINS. Trend Analysis: Black and White Attitudes. Department of Sociology.	April 2, 1969 $1,000
RAYMOND D. HORTON. Municipal Collective Bargaining System. Department of Political Science.	October 13, 1969 $5,600
LARRY JACKSON. Welfare Rights Movement in New York City. Department of Political Science.	June 25, 1969 $14,185
NAYTHANIA JONES. Doctor-Patient Relationships in Harlem. Columbia College.	October 8, 1969 $1,250

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WILLIAM LABOV. Structure and Function of Language Used by the Puerto Rican Community of New York City. Department of Linguistics.	September 29, 1969 $16,699
HOLLIS LYNCH. Edward W. Blyden's Letters. Department of History.	August 25, 1969 $500
WAYNE MARSHALL. Columbia Purchase Plan in Harlem. Graduate School of Business.	March 4, 1969 $300
SEYMOUR MELMAN. Systems Analysis/Cost of Slum Ghetto to the United States. School of Engineering and Applied Science.	June 17, 1968 $6,000
RALPH METCALFE. Urban Blues Project. Columbia College.	December 9, 1969 $1,000
DARRYL PITTMAN. Social Class, Family Factors, Institutional Associations, and Socio-Political Orientation. Columbia College.	October 8, 1969 $1,250
ELLIOTT P. SKINNER. Urbanization in Upper Volta. Department of Anthropology.	December 3, 1969 $3,000
HANS SPIEGEL and STEPHEN MITTENTHAL. Neighborhood Power and Control. School of Architecture.	April 16, 1969 $25,000
HERBERT H. THORNHILL, M.D. Medical and Sociological Evaluation of Poverty and Rehabilitation Service Patients. College of Physicians and Surgeons.	November 19, 1968 $4,800
WAYNE A. WILCOX. Study of Student Attitudes. Department of Political Science.	October 10, 1969 $21,345

C. Direct Support to Organizations Outside the University

ASSOCIATION FOR COMPUTER SKILLS MACHINERY: Grant to enable the Association to begin the first phase of their new program, "Computer Skills for the Disadvantaged."	June 16, 1970 $6,000
BLACK LAWYERS NATIONAL CONFERENCE: Support to the Conference to devise new techniques for advancing the cause of Black Americans.	November 18, 1968 $10,000
THE CINQUE ART GALLERY: A gallery established at the Shakespeare Festival Theatre,	May 1969 $35,100

where fifteen to twenty young Black painters and sculptors are given the opportunity to exhibit their works.

CITYWIDE COORDINATING COMMITTEE OF WELFARE RIGHTS GROUPS: Grant for the development and training of a full-time staff to: (1) study all laws relating to welfare, and relate their implications to welfare recipients; (2) establish channels of communication with their eighty constituent groups; (3) train a core group of leaders to work in the field, organizing welfare recipients and keeping them informed of their rights; (4) establish feedback from recipients as a means of pressuring pubic officials; and (5) raise funds. Technical assistance for this program is supplied by the Schools of Social Work, Law, and Journalism.

May 6, 1969
$66,176

COMMITTEE ON HEALTH PRIORITIES FOR HARLEM: Support to establish this community committee to deal with health problems in Harlem, to organize community support and action, and to cooperate with the College of Physicians and Surgeons in rendering more effective health services in Harlem.

January 23, 1969
$47,500

COMMUNITY FILM BOARD FILM, "BLACK POLITICS—RESURRECTION CITY SPRING CRISIS": Support of the production of this film by a noted Black film maker.

October 21, 1968
$6,766

COMMUNITY FILM BOARD FILM, "THE FOLKS": Support enabled a Black film production company to complete this film which is an opinion study of individuals and groups in the Bedford-Stuyvesant and Harlem communities.

January 10, 1969
$7,000

COOPERATIVE ASSOCIATION OF EAST HARLEM: A small-business cooperative with three operations: a furniture store, a meat and fish market, and a credit union thrift club—as well as a training program for community residents in management, sales, repairs, etc. The Urban Center is supporting two full-time staff positions to coordinate the training program and to provide technical assistance through the Schools of Business and Law.

October 6, 1969
$15,525

CORNELL UNIVERSITY AFRO-AMERICAN INSTITUTE COLUMBIA SUMMER INVOLVE-

May 27, 1969
$24,918

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MENT: Columbia graduate students and community participated in this program in Afro-American studies and teaching methods at Cornell University.	
EAST HARLEM COALITION FOR COMMUNITY CONTROL: Support to enable the Coalition to continue, develop, and expand their organization and training of people to participate in education and community control.	August 20, 1969 $14,896
EAST HARLEM JAYCEE SPANISH FOR POLICEMEN: Pilot program of Spanish language instruction for policemen in the 25th precinct.	November 29, 1968 $2,200
HARLEM CULTURAL COUNCIL: Support for organization of the Council's community-wide committees of professionals and others concerned with culture and the arts, to work with the School of the Arts in developing joint projects.	July 26, 1968 $50,000
HARLEM CULTURAL COUNCIL: Fifteen small grants to writers to enable them to continue research and writing, under the auspices of the Council, on urban and minority affairs.	January 22, 1969 $40,000
HARLEM NURSING HOME: Seed grant to enable the Central Harlem Nursing Home Committee to obtain a major grant from New York State for purchase of land and construction of a nursing home for the Harlem community.	January 4, 1968 $65,000
HARLEM TEAMS FOR SELF-HELP CONSUMER CORPS PROGRAM: Grant to study the consumer problems and needs of the Harlem community; form a Consumer Protection Union; and train 100 community residents in consumer law, with the help of Columbia students.	March 4, 1969 $55,158
I.S. 201 SCHOOL HEALTH COMPLEX: Two-year support to train health paraprofessionals in East Harlem to screen students for basic health deficiencies. Supportive services are provided by Harlem Hospital.	November 19, 1968 $113,016.36
LOWER EAST SIDE NEIGHBORHOOD ASSOCIATION (LENA): Funds for this community education project which organizes and informs parents about issues in public education in their area; in collaboration with Teachers College.	March 20, 1969 $25,000

M.B.A. MANAGEMENT CONSULTANTS: Provides minority businessmen from the Harlem community with on-site consultation, technical advice, and guidance of students and faculty of the Graduate School of Business.	October 7, 1968 $36,000
MANHATTANVILLE DEVELOPMENT CENTER: Partial support to keep recreational facilities at P.S. 161 open for children in the evenings.	March 27, 1969 $270
MEDICAL AND HEALTH RESEARCH INSTITUTE—PUBLIC SCHOOL 175 (M) HEALTH SERVICES: Provides for training of community people as referral workers to supplement existing school health personnel, primarily for home visits and referral advice.	November 19, 1968 $44,125
NATIONAL BLACK THEATRE WORKSHOP: Seed grant to support the organization of the National Black Theatre under Barbara Ann Teer.	November 12, 1968 $15,000
NEW YORK URBAN LEAGUE—SCHOOL FOR SELECTED HIGH SCHOOL DROPOUTS: A planning grant for a model program to demonstrate how Black youths can be reinterested in formal education.	March 12, 1969 $16,100
NEW YORK URBAN LEAGUE "40 ACRES AND A MULE": This program enabled 125 students from five Urban League Street Academies, Harlem Prep and Newark Prep to become involved in the publication of *40 Acres and a Mule*, the Urban League Street Academy's monthly newspaper.	February 14, 1969 $66,748
ONYX PUBLICATIONS—FIRST ANNUAL BLACK CULTURAL COUNCIL PROCEEDINGS: Grant for the editing and publication of proceedings of the conference held at I. S. 201 under the auspices of Onyx Publications, Inc.	October 24, 1968 $5,000
PUERTO RICAN COMMUNITY SURVEY: Jose Toro, assisted by Puerto Rican graduate students from Columbia's School of Social Work, conducted a survey to ascertain opinions and suggestions for the kinds of curricular changes needed to render Columbia more responsive to the Puerto Rican population. The seventy-odd persons whose opinions were solicited were chosen for their active involvement in community affairs. The published results provided the basis for a	March 1969 $3,048

section of the Urban Center Curriculum Project recommendations to Columbia.

PUERTO RICAN CONFERENCE: Second city-wide community conference to define the problems and recommend solutions for the Puerto Rican community.

January 15, 1969
$26,500

PROGRAM TO ACTIVATE COMMUNITY TALENT (PACT): Tutorial-recreational program for youngsters. The Urban Center provided matching support during the summer of 1969 and also gave assistance during the 1969-1970 school year.

June 17, 1969
$7,359.48

SCHOMBERG COLLECTION OF NEGRO LITERATURE AND HISTORY: Funds for the restoration and preservation of fifty-four rare books in the collection in need of immediate treatment.

September 10, 1969
$50,575

SOCIETY OF BLACK COMPOSERS CONCERT SERIES: Free concerts in Harlem and at Columbia at which recent works of Black composers were presented.

January 10, 1969
$19,000

SPORTS FOUNDATION: Grant for development of a training program for recreation teachers and sports referees, in cooperation with Columbia University. A separate grant was made for the Thanksgiving weekend basketball tournament for Harlem youths.

November 20, 1968
$15,800

ST. LUKE'S HOSPITAL–KNICKERBOCKER HOSPITAL SINGLE-ROOM OCCUPANCY PROJECT: Demonstration project involving tenant organization and provision of services to three single-room occupancy buildings, now being incorporated in the program of the City Department of Social Services.

December 8, 1967
$76,900

ST. PHILIP'S COMMUNITY SERVICE COUNCIL: Grant for development of three new community service offices in the areas of housing development, economic development, and culture and performing arts. The Schools of Architecture, Business, and the Arts, and Teachers College are working with the Council to channel the technical knowledge and resources of Columbia to the Central Harlem community.

June 5, 1969
$50,000

STEP FORWARD: Assistance to Step Forward in bringing Voices, Inc. to the Columbia cam[illegible].	June 13, 1969 $150
URBAN AFFAIRS GROUP: A group of professionals, from business, law, architecture, and planning, which provides technical assistance on a voluntary basis to community organizations in proposal writing and funding, business management, and publicity. The Urban Center is supporting certain administrative costs of the Urban Affairs Group for coordination and involvement with Urban Center and Columbia University programs.	January 5, 1970 $17,500
WESTSIDE COMMUNITY ALLIANCE—WEST 80TH STREET CHILD DAY CARE CENTER: For supporting staff to mobilize the community and raise funds for expansion of programs for this community-organized and operated center.	January 7, 1969 $6,700
SMALL BUSINESS MULTI-PURPOSE CENTER: A center to survey small businesses in Harlem and develop training programs in sales, merchandising, and general business practices which will be open to Harlem businessmen as well as young adults from the community. The Graduate School of Business will work with the project in both the survey and the development and implementation of training programs. The Urban Center is supporting the initiation of the program for three months.	October 23, 1969 $15,300